

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter carries out relevant theories obtained from reviewing literatures. It comprises the theories about definition of translation and idioms, function of idioms, type of idioms, translation strategy of idioms, and the explanation about the novel *The Housekeeper and the Professor*.

#### **2.1 Definition of Translation**

Translation is defined as conveying the meaning of a text into another language in the way that the author intended the text (Saputro, 2012). The term “translation”, according to Munday (2008), may refer to the general subject field; the text that has been translated, acknowledged as the product; or the process, the act of producing the translation known as translating). Translating two different languages engages translator changing the original language (Source Language or SL) in original written form (Source Text or ST) into a different language (Target Language or TL) in a different written form (Target Text or TT).

In a bit different point of view, Riccardi (2002) states:

A translation cannot double up with its parent text. It uses different words, which issue from a different source, in a different environment. A translation cannot therefore be equivalent with its prototext, it can only be *declared* equivalent by means of a performative speech act. (p. 11)

It means that translation is likely an approximation that the ST and TT cannot be perfectly equivalent because there is no perfect translation since it is from different languages and depends on the translator. Not to mention that translators should consider the target reader also so that they capture the information

meaningfully as identical as the source. Therefore, it is concluded that translation is a process to transfer meaning as close as possible from SL into TL.

## **2.2 Definition of Idioms**

As a translation problem, idioms are defined as “frozen chunks of words whose overall meaning differ from the meanings of the words involved” (Balfaqeeh, 2009). Likewise, Baker (1992, 2011) said that idioms are “frozen patterns of language which allow little or no variation in form and often carry meanings which cannot be deduced from their individual components.” Explaining in more general way, an idioms is a group of words which means something different from the individual words it contains (Bureau of Cultural and Educational Affairs, 2010).

In the same idea, Langlotz (2006) stated that “an idiom is an institutionalised construction that is composed of two or more lexical items and has the composite structure of a phrase or semi-clause, which may feature constructional idiosyncrasy.” For example, the idiom “let the cat out of the bag” means “to allow a secret to be known, usually without intending to” and “the long and the short of it” means “said when someone wants to explain the general situation without giving details”. It explains that the meaning of idioms cannot be predicted from the literal meaning or the sum of the meaning of the constituent, but has to be understood by the idiomatic meaning or the lexicalised extended meaning of the construction. As a result, idioms are complex constructions used to colour the use of language which the meaning cannot be taken from its literal meaning.

### 2.3 Function of Idioms

Idioms are functioning as stylistic and cultural value, facilitating communication, and containing more meaning. In cultural value point of view, using idioms is able to make a polite communication with other persons, to give offence without meaning to, for example. If someone says “He has a *light touch*”, it means praising that his ability to run things without interfering. However, if someone says that person is “light-fingered”, it means calling him a thief.

Idioms, in terms of facilitating communication, help to make English be a more colourful language resulted one’s language skills increases rapidly if he can understand and use idioms confidently and correctly (Maxwell, et al., 1998). If someone says “learning a language is *an uphill task*”, anyone who has walked or ridden a bicycle up a steep hill will immediately understand the effort involved, because idioms sometimes bring a clear mental picture to mind. It makes mastering idiom is often compared with a fluency of native speaker (Simpson & Mendis, 2003).

Meanwhile in the viewpoint of containing more meaning, idioms are functioning as a short way to express a more complicated idea. For example if you call something a *parson’s egg*, this is a quick way of saying that there are bad parts and good parts to something, but overall it is not satisfactory.

### 2.4 Types of Idioms

Lim (2004: i) says that English idioms consist of the following six types, namely: (1) phrasal verb, as in call on, put off, do away with; (2) prepositional phrases, as in in a nutshell, from time to time, with a view to; (3) idioms with verbs

as keywords, as in come in handy, fight shy of, leave much to be desired; (4) idioms with nouns as keywords, as in a blessing disguise, child's play, food for thought; (5) idioms with adjectives as keywords, as in cold comfort, wishful thinking, plan sailing; (6) idiomatic pairs, as in safe and sound, aches and pains, sink or swim.

In accordance with Fillmore, Kay, and O'Connor (1988), idioms are classified as: encoding vs. decoding idioms; grammatical vs. extragrammatical idioms; substantive vs. formal idioms; and Idioms with pragmatic point vs. idioms without pragmatic point.

#### **1. Encoding versus Decoding Idioms**

Encoding idioms are idioms whose meanings the listener could discover even if s/he did not know them (the meaning can be predicted) like “answer the door”, whereas decoding idioms are idioms whose meanings the listener could not understand if he or she did not know them like “kick the bucket”.

#### **2. Grammatical versus Extragrammatical Idioms**

Grammatical idioms are irregular semantically but stand for by regular syntactic rules like “kick the bucket”, whereas extragrammatical idioms are both syntactically and semantically irregular like “all of a sudden”.

#### **3. Substantive versus Formal Idioms**

Substantive idioms are lexically filled and grammatically invariable; like “so far so good”, whereas formal idioms are only filled partially by concrete lexical expressions and/or grammatically variable like “-- let alone \_\_\_.”

#### **4. Idioms with Pragmatic Point versus Idioms without Pragmatic Point**

Idioms with pragmatic point are bound to a specific pragmatic context like “once upon time”, whereas idioms without pragmatic point are not bound to a specific pragmatic context like “all of a sudden.”

## **2.5 Translation Strategy of Idioms**

Based on the explanation above that the meaning of idiom cannot be translated by its constituents, some strategies are needed to be applied. In keeping with Baker (1992: 71-78), she classified the strategies into using an idiom of similar meaning and form; using an idiom of similar meaning but dissimilar form; translation by paraphrase; and translation by omission.

### **1. Using an Idiom of Similar Meaning and Form**

In this strategy, the translator struggles to find an idiom in TT which is equivalent to ST both in meaning and lexical items. This strategy is hardly used because languages are radically different in terms of identifying a single concept. Nevertheless, it is still used to translate idioms, for example as in “honeymoon” that is translated into *bulan madu*. It is seen that the meaning and the form of SL and TL are equivalent, yet the lexical items are remained identical as well as the sense.

### **2. Using an Idiom of Similar Meaning but Dissimilar Form**

While in this strategy, the meaning of idiom in TT is similar or even as same as the idiom in ST though the lexical items are different. For example, “puppy love” is translated into *cinta monyet* and “what a load of waffle” becomes *omong kosong*. The examples do represent the same meaning but have used different lexical items as “puppy”, literally means *anjing* in Indonesian language, is declared equivalent with *monyet*, literally means monkey in English.

### **3. Translation by Paraphrase**

This strategy is by far the most commonly used of translating idioms if the translator cannot find any equivalent idiom or feels inappropriate to use idiomatic expressions in the TT due to stylistic preferences. It is noted here that the given meaning may not be an exact equivalent or semantic equivalent of the source idiom (Adelnia & Dastjerdi, 2011). The phrase “carry the day” is translated into *sukses*. In a simple way, this strategy makes the translator giving the meaning of the idiom in TT, though somehow it may impact the loss of cultural significance.

### **4. Translation by Omission**

By the time the translator does not find a close match or any equivalents idiom, this strategy is used to omit the idiom in TT. It happens when even for the translator the idioms are very difficult to translate. Thus, the translator decides to delete it as in example “...back in the day, you could *count on* Paul for a fight pretty much whenever...” is translated into “*dulu Paul siap berkelahi kapan saja.*” From the example before, the idiomatic expression “count on” is not translated by the translator though it has meaning of “rely on.

## **2.6 The Housekeeper and the Professor Novel**

A novel entitled *The Housekeeper and the Professor* is originally written in Japan by Yoko Ogawa in 2003. This novel has been translated into several languages such as India, France, Deutsch, Spain, English, and Indonesian. The English version of this novel is translated by Stephen Snyder in 2009 and published by Picador. The Indonesian version is translated by Maria Lubis, proofread by Yunni Y. M. and published by Penerbit Qanita on March 2016. The novel has been

made into a movie entitled *The Professor and His Beloved Equation* and received the Hon'ya Taisho Award (Japan Booksellers Award).

The novel tells a story about an experienced housekeeper who takes a job at the home of an elderly mathematics professor, where nine housekeepers before her have already been fired. The Professor lives in a small house alone. He is not able to take care of himself due to a memory problem. His memory is such an eighty-minute recording tape that begins to erase itself once the eighty minutes are up, the new short-term memories taking over the oldest ones. The Professor is smart and charmed with mathematics, but his memories stop in 1975, when a car accident damaged his head. The housekeeper relishes taking care of the Professor.

When the Professor discovers that the housekeeper has a ten-year-old son, he is upset how she leaves a child alone. He asks her to bring her son as well while she works. The Professor loves children and spends loads of time with the boy that he nicknames him as "Root" because his flat head reminds him of a square root sign.

The housekeeper and her son have grown close to the Professor though it is always the first time meeting every day. They go on some outings together, such as takes a walk in the park or comes to a Hanshin Tigers game. The Professor gets ill after this baseball game. It makes the housekeeper and Root pass the night to take care of him at his house. After that, the Professor's sister-in-law fires the housekeeper because sleep at the Professor's house is a breach of professional conduct.

Root pays a visit to the Professor, but the Professor forgets him. When the housekeeper comes to pick up Root, the Professor's sister-in-law chastises her because she lets her son come back to the Professor's house. However, the housekeeper insists they are friends of him. Though he forgets them, the Professor writes out a mathematical formula while they are arguing. This formula convinces his sister-in-law to re-hire the housekeeper.

The housekeeper discovers a box full of baseball cards in the Professor's house. She finds the Professor's award-winning mathematical proof and a photograph of the Professor and his sister-in-law with a romantic inscription inside it hidden. After a long search, Root and the housekeeper give a classic baseball card to the Professor, with a photograph of Enatsu, his favourite player. The Professor is excited with their gift.

The Professor's memory begins to disappear even faster, and soon he cannot make any new memories at all. He goes to a nursing home, where his sister-in-law visits him daily. The housekeeper and Root visit for many years, until the Professor's death (Moore, 2011).

In conclusion, this chapter has explained the relevant theories to support this study namely theories about translation, idioms, and translation strategy on idioms along with the explanation about the novel. The next chapter discusses the research object, the research design, the data collection, and the data analysis.